



Introduction

At Loxwood Primary School, we are proud to be an inclusive mainstream school where all children are welcomed, valued and supported to achieve their full potential. We aim to create a caring, nurturing and inclusive environment where children develop confidence, independence and a love of learning.

We recognise that some children may require additional or different support at various points throughout their school journey. Through high-quality teaching, adaptive practice and strong partnerships with families, we strive to ensure that every child can flourish academically, socially and emotionally.

Our SEND provision enables pupils with additional needs and differences to access a broad, balanced and meaningful curriculum whilst developing independence, self-confidence and resilience. We are committed to narrowing the attainment gap between SEND and non-SEND pupils through carefully planned interventions, personalised provision and inclusive classroom practice.

Loxwood Primary School has recently completed the Inclusive Practice Award in Literacy and Maths. This has further strengthened our whole-school approach to:

- Adaptive teaching and inclusive classroom practice
- Sensory-aware learning environments
- Early identification of barriers to learning
- Supporting pupils with dyslexia, dyscalculia and neurodiversity
- Promoting inclusive practice across the wider school community

Themed awareness events are carefully planned throughout the academic year to raise awareness and understanding amongst staff, pupils and parents. These may include Dyslexia Awareness Week, Autism Acceptance Month and Dyscalculia awareness activities. Information and support are also shared regularly through newsletters, assemblies, displays and the school website.

The SEND Code of Practice identifies four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

All children and young people are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals
- Make a successful transition into adulthood

Contacts

Miss Daisy Price is the school's SENDCO and Deputy Headteacher. She is responsible for overseeing the implementation of the SEND Policy, coordinating provision for pupils with SEND and supporting staff across the school.

The SENDCO works closely with pupils, parents, teachers, support staff and external agencies to help ensure that provision remains effective, inclusive and responsive to need. She also oversees the SEND register, contributes to staff training and supports the deployment of SEND resources and interventions across the school.

Loxwood Primary School benefits from a wide range of staff expertise and ongoing professional development. Where pupils present with more complex or persistent needs, specialist advice and support may be sought from external professionals and agencies.

Parents and carers are encouraged to speak to their child's class teacher initially regarding any concerns.

Phone: 01403 752207

Email: sendco@loxwoodschool.com

Parents and carers are encouraged to contact the class teacher initially with any concerns regarding their child's learning or wellbeing. Further support and advice can be sought through the SENDCO.

What kinds of SEND are provided for at Loxwood?

At Loxwood Primary School, we support pupils across all four broad areas of SEND identified within the SEND Code of Practice.

Special educational needs may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

This includes pupils with:

- Dyslexia and literacy difficulties
- Dyscalculia and mathematical difficulties
- Neurodiverse profiles
- Sensory differences
- Speech and language needs
- Emotional regulation difficulties

We recognise that every child is unique and may present with strengths and needs across more than one area.

How are children identified and assessed?

Loxwood Primary School promotes a graduated approach to assessing, identifying and providing for pupils with Special Educational Needs and Disabilities (SEND) (see further information regarding the graduated approach below). This approach follows the Assess–Plan–Do–Review (APDR) cycle and recognises that SEND exists on a continuum, where increasing levels of support and specialist expertise may be required to meet a child's individual needs effectively.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, pupils are assessed against nationally set criteria and curriculum expectations to monitor progress across all areas of learning. Through this ongoing assessment process, pupils who are not making expected progress can be identified early.

Teachers and support staff play a vital role in identifying potential barriers to learning, including:

- Academic difficulties
- Communication and interaction needs
- Behavioural, social or emotional difficulties
- Sensory or physical needs
- Specific learning difficulties such as dyslexia or dyscalculia

A rigorous assessment and tracking system is used throughout the school to monitor attainment, progress and wider development. Where concerns arise, staff work collaboratively with the SENDCO to identify barriers to learning and determine appropriate next steps.

As part of our inclusive practice work, the following screening tools may be used where appropriate:

- Dyslexia screeners
- Dyscalculia checklists
- Sensory checklists
- Specific learning difficulties checklists

All classrooms are reviewed annually using inclusive and sensory environment checklists during September INSET days to ensure learning environments remain accessible and supportive.

Where pupils require additional support beyond Quality First Teaching, targeted interventions and provision may be implemented. If concerns persist despite these interventions, the school may involve outside agencies and specialist professionals to support further assessment, identification and provision planning.

Following assessment, monitoring and consultation with staff and parents, a pupil may be identified as requiring SEND Support and placed on the SEND register. Parents and carers are informed throughout the process and are encouraged to contribute to discussions, share information and work collaboratively with school staff to support their child's learning and development.

Where appropriate, advice may also be sought from external professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Advisory teachers and specialist teams.

Graduated Response and SEND Provision

Loxwood Primary School follows a graduated approach to SEND support in line with the SEND Code of Practice (2015). Provision is personalised and reviewed regularly through the Assess–Plan–Do–Review (APDR) cycle.

Universal Provision	Early Intervention (Not on SEND Register)	Targeted Additional Support (On Monitoring Register)
High-quality adaptive teaching and Quality First Teaching within the classroom.	Small group support and targeted resources to support progress.	Personalised interventions and monitoring through Pupil Progress Meetings with the SENDCO.

Targeted, Intensive Additional Support (Formal SEND register – ‘SEND Support’)	EHCP (Formal SEND register – ‘EHCP’)
Adapted curriculum, targeted interventions, ILPs, One Page Profiles and external agency involvement where appropriate.	Multi-professional planning, personalised curriculum and coordinated support through an Education, Health and Care Plan.

The class teacher remains responsible for the progress and development of all pupils, supported by the SENDCO and wider staff team.

Assess, Plan, Do, Review (APDR)

Pupils receiving additional SEND support are monitored through the graduated Assess–Plan–Do–Review cycle.

Assess - Staff analyse assessment information, observations, pupil voice and parental views to identify barriers to learning.

Plan - Appropriate outcomes, interventions and support strategies are agreed collaboratively.

Do - Provision and interventions are delivered by trained staff alongside Quality First Teaching.

Review - Support and interventions are reviewed regularly to evaluate impact and adapt provision where required.

Teaching, Learning and Interventions

At Loxwood Primary School, class teachers hold responsibility for enabling all pupils to learn and achieve. Through high-quality inclusive teaching and adaptive practice, teachers ensure that all pupils can access a broad, balanced and meaningful curriculum.

Class teachers:

- Plan appropriate learning activities for all pupils
- Provide inclusive Quality First Teaching
- Adapt teaching and the curriculum to meet different learning styles, interests and abilities
- Ensure pupils are included within classroom activities and wider school life
- Monitor individual progress carefully
- Identify pupils requiring additional or different support
- Celebrate achievement and progress
- Work collaboratively with parents, pupils and the SENDCO to review targets and provision

Classrooms are adapted to support accessibility and inclusion and may include:

- Wobble cushions
- Fidget resources or ‘Learning Friends’
- Coloured reading rulers or overlays
- Sensory adaptations
- Standing desks
- Assistive technology where appropriate

Teachers and support staff are familiar with equalities legislation and are committed to promoting inclusion, accessibility and equality for all pupils.

Support staff work alongside teachers to:

- Support access to the curriculum

- Encourage independence and confidence
- Prepare and adapt resources
- Deliver targeted interventions
- Promote inclusion across all aspects of school life
- Liaise closely with teachers and the SENDCO

Most pupils’ needs are met through high-quality inclusive classroom teaching and adaptive practice. Examples of interventions and support available at Loxwood include:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical Needs
Lego Therapy Language for Thinking Semantic Steps	Read Write Inc. (Pinny Time / Fresh Start) Precision Teaching Narrative Therapy	ELSA Learning Mentor Pastoral Support	Sensory Circuits Jump Ahead Sensory Resources

Interventions are additional to or different from the usual differentiated curriculum and may include:

- Adapted learning materials and resources
- Reasonable adjustments to the physical environment or routines
- In-class support from support staff
- Targeted small group intervention
- Short-term focused programmes
- Personalised home learning support

Our inclusive approach to provision means that the majority of pupils’ needs are met through high-quality adaptive teaching within the classroom environment. Lessons are structured to provide a range of differentiated and scaffolded activities which support access, participation and progress for all learners.

The school adopts a flexible approach to support provision to ensure that pupils’ individual needs can be met effectively. Support may include:

- Direct or indirect support within the classroom
- Focused withdrawal support for short-term interventions
- Small group provision
- Personalised individual support where appropriate

Where possible, emphasis is placed on learning alongside peers within the classroom environment to promote independence, confidence and inclusion. Support is not automatically delivered through 1:1 provision and is carefully planned according to individual need.

Pastoral and emotional support is further strengthened through Learning Mentor and ELSA provision, alongside social skills and emotional wellbeing interventions designed to develop pupils’ confidence, resilience and self-belief.

The school uses the West Sussex Ordinarily Available Inclusive Practice (OAIP) guidance to support inclusive classroom provision and adaptive teaching strategies.

Pupils may also access:

- Coloured overlays or reading rulers
- Ear defenders
- Wobble cushions
- Standing desks
- Sensory or fidget resources

- Assistive technology where appropriate

Training and Inclusive Practice

All staff receive ongoing SEND and inclusion training as part of the school's Continuing Professional Development (CPD) programme.

Training may include:

- Adaptive teaching
- Dyslexia and dyscalculia awareness
- Autism and neurodiversity awareness
- Emotional regulation and SEMH
- Speech and language development
- Sensory processing
- Therapeutic approaches to behaviour

Training is delivered through:

- Whole-school training
- SENDCO-led sessions
- External specialists and agencies
- Local Authority briefings
- Locality SENDCO networks

The SENDCO attends locality SENDCO network meetings and Local Authority briefings to remain informed of current developments and best practice.

Social, Emotional and Mental Health (SEMH)

At Loxwood Primary School, we understand that emotional wellbeing is central to successful learning. We recognise that behaviour itself is not a SEND need, but it may indicate underlying barriers or unmet needs.

Staff work collaboratively with families to explore possible contributing factors including:

- Emotional wellbeing
- Anxiety
- Attachment needs
- Trauma
- Communication difficulties
- Wider family circumstances

Support may include:

- Emotional Literacy Support Assistant (ELSA) provision
- Learning Mentor support
- Pastoral interventions
- Therapeutic and relational approaches
- External agency involvement where appropriate

The school may work alongside:

- CAMHS
- Early Help
- Single Point of Access (SPOA)
- School Nursing Services
- Child Development Centre (CDC)

- Social Care
- Medical professionals

The school maintains a zero-tolerance approach to bullying, including bullying related to SEND.

Working with Parents and Pupils

We believe strong home-school partnerships are essential in supporting pupils with SEND and promoting a culture of high expectations, inclusion and positive outcomes for all children.

The school operates an 'Open Door' approach and encourages regular communication between parents, carers and school staff. Parents are encouraged to share concerns, successes and relevant information so that support can be adapted promptly and effectively.

Communication may take place through:

- Parents' evenings and review meetings
- Individual Learning Plan (ILP) reviews
- Phone calls, emails and informal discussions
- Newsletters and SEND updates
- Annual SEND reports and questionnaires
- Information shared through the school website.

Where concerns are identified, parents and carers are informed promptly and invited to work collaboratively with the class teacher and SENDCO to discuss assessments, strengths, areas of need and appropriate provision. We endeavour to accommodate parental availability wherever possible when arranging meetings.

Pupils and parents are at the centre of decision-making and are encouraged to contribute to:

- One Page Profiles
- ILP reviews
- EHCP Annual Reviews
- Discussions regarding support strategies and provision

Loxwood Primary School also has a Parent Partnership for SEND which helps to strengthen communication and gather parent voice across all areas of SEND provision and inclusion. This partnership supports the school in developing provision, identifying priorities and ensuring that the views and experiences of families help shape future SEND practice.

The SENDCO works closely with families and external professionals to coordinate support and share relevant advice, reports and strategies where appropriate. The SEND section of the school website is updated regularly with information, guidance and signposting for families.

External Services

Where a pupil requires support beyond that which can reasonably be provided through school-based interventions and SEND Support, the school may involve external agencies and specialist services.

This may be appropriate where a pupil:

- Continues to make limited progress despite targeted intervention and support
- Presents with more complex or persistent needs
- Requires specialist assessment, advice or equipment

- Experiences ongoing communication, interaction, sensory, physical or SEMH difficulties which create barriers to learning

Referrals to outside agencies are made in consultation with parents and carers. External professionals may:

- Provide additional assessment
- Offer specialist advice and recommendations
- Support staff training and provision planning
- Help refine targets and interventions
- Contribute to discussions regarding next steps and longer-term support

Loxwood Primary School has well-established links with a range of external services including:

- Educational Psychology Services
- Learning and Behaviour Advisory Team (LBAT)
- Autism and Social Communication Team (ASCT)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- CAMHS
- School Nursing Services
- Sensory Support Services
- Early Help Services

Outside professionals work collaboratively with school staff and families to help ensure provision remains appropriate, targeted and supportive. Advice and recommendations from external agencies are incorporated into pupils' Individual Learning Plans (ILPs), provision planning and transition arrangements where appropriate.

Support staff are deployed flexibly across the school according to identified need, and close liaison with feeder settings and secondary schools helps support smooth transitions for pupils with SEND.

Education, Health and Care Plans (EHCPs)

Where a pupil continues to experience significant and persistent difficulties despite sustained support, the school and/or parents, in consultation with the school, may request an Education, Health and Care Needs Assessment from the Local Authority.

An EHCP brings together information from education, health and care professionals to identify a child's needs and the provision required to support them effectively from birth to 25 years.

When considering whether to undertake an EHC Needs Assessment, the Local Authority will review evidence including:

- Progress over time
- Assessments and intervention records
- Individual Learning Plans (ILPs) and review information
- Reports from school staff and external professionals
- Information regarding provision and reasonable adjustments already implemented
- Parent and pupil views

Requests for assessment are made collaboratively between school, parents and relevant professionals where appropriate. The SENDCO supports families throughout the process and can provide guidance regarding the West Sussex SEND Local Offer and statutory assessment procedures.

If an EHCP is issued, outcomes and provision are reviewed regularly through ongoing monitoring and formal Annual Review meetings involving parents, pupils, school staff and external agencies. Additional review meetings may also be arranged if concerns arise or needs change significantly.

How do we support transitions?

We recognise that transitions can be challenging for some pupils and therefore provide enhanced transition support where appropriate.

This may include:

- Additional visits
- Transition booklets and photographs
- Meetings with parents and outside agencies
- Enhanced secondary transition programmes
- Sharing of SEND information and successful strategies

The school works closely with local secondary schools including The Weald School and The Glebelands School.

Accessibility and Inclusion

Loxwood Primary School is committed to ensuring accessibility for all pupils and stakeholders.

The school building is primarily situated on one level and includes accessible facilities. Additional adaptations are made where appropriate to support pupils with physical or sensory needs.

All pupils are encouraged and supported to participate fully in:

- Clubs and enrichment opportunities
- Educational visits
- Residential visits
- Wider school activities

Reasonable adjustments and risk assessments are implemented where appropriate to ensure inclusion and accessibility for all pupils.

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision at Loxwood Primary School is monitored regularly to ensure that pupils are making progress, barriers to learning are reduced and provision remains appropriate to need.

Provision is evaluated through:

- Termly progress tracking and pupil progress meetings
- The Assess–Plan–Do–Review (APDR) cycle
- Regular review of interventions and Individual Learning Plans (ILPs)
- Annual Reviews for pupils with EHCPs
- Monitoring of progress against individual outcomes and targets
- Pupil and parent voice
- Advice and recommendations from external agencies
- Monitoring and strategic oversight from the SENDCO, Senior Leadership Team and SEND Governor.

Class teachers remain responsible for monitoring the day-to-day impact of interventions and provision within the classroom, supported by the SENDCO.

Monitoring and Record Keeping

Loxwood Primary School maintains secure and confidential records relating to pupils with SEND in line with the school's Data Protection Policy.

SEND information is stored securely through:

- Bromcom
- CPOMS
- SEND and Inclusion tracking systems
- Secure paper records where appropriate

Electronic records may include:

- Assessment information
- Intervention records
- Meeting notes and conversations
- Reports from external agencies
- Provision mapping and review documentation

Pupils on the SEND register may have:

- Individual Learning Plans (ILPs)
- One Page Profiles
- Behaviour Support Plans
- Risk Assessments
- Healthcare Plans where appropriate

ILPs are reviewed regularly with parents and carers, and SEND records are updated following reviews, progress monitoring and professional consultation where appropriate.

Healthcare information is maintained in partnership with parents and relevant healthcare professionals to ensure staff have access to up-to-date medical information.

Safeguarding information is stored securely through CPOMS alongside confidential safeguarding systems and procedures.

Provision and progress are monitored regularly through:

- Pupil progress meetings
- APDR cycles
- Intervention tracking
- ILP reviews
- consultation with staff, parents and external professionals

Complaints

We aim to work collaboratively with parents and carers to resolve concerns quickly and positively.

Class teachers are usually the first point of contact for concerns regarding a child's education or provision. Parents and carers may also contact the SENDCO.

All complaints are managed in accordance with the school's Complaints Policy and Procedure.

Useful Links

School SEND and Inclusion Page [Loxwood Primary School SEND and Inclusion Page](#)

West Sussex Local Offer [West Sussex Local Offer](#)

Surrey Local Offer [Surrey Local Offer](#)

Relevant Policies

This report should be read alongside the school's:

- SEND Policy
- Behaviour Policy
- Safeguarding Policy
- Accessibility Policy
- Medical Needs Policy

This report complies with:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010

Glossary of Acronyms for Parents

SEND	Special Educational Needs & Disabilities
EHCP	Educational & Health Care Plan
EHCNA	Educational & Health Care Needs Assessment
EYFS	Early Years Foundation Stage
ILP	Individual Learning Plan
KS1/KS2	Key Stage 1/Key Stage 2

Specific needs

ASD/ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
EAL	English as an Additional Language
FOS	Foetal Alcohol Syndrome
HI/VI	Hearing Impairment/Visual Impairment
NDP	Neuro Development Pathway
ODD	Oppositional Defiance Disorder
PDA	Pathological Demand Avoidance
SALT	Speech and Language Therapy
SEMH	Social, Emotional & Mental Health

Organisations/support

ASCT	Autism and Social Communication Team
CAMHS	Child and Adolescent Mental Health Service
CARM	Consultation & Review Meeting
CDC	Child Development Centre
C-SPA	Children's Single Point of Access (Surrey referrals & concerns)
DLA	Disability Living Allowance
EP	Educational Psychologist
EH	Early Help
IFD	Integrated Front Door (West Sussex referrals & concerns)
LBAT	Learning & Behaviour Advisory Team
OT	Occupational Therapy
SPOA	Single Point of Access (for Mental health referrals)
TAF	Team Around the Family